



New York State Education Department
Office of Special Education
Educational Partnership



PBIS Tier 2 Team Training: Systems and Check In Check Out (CICO)

2.1 Team Composition and

2.2 Team Operating Procedures

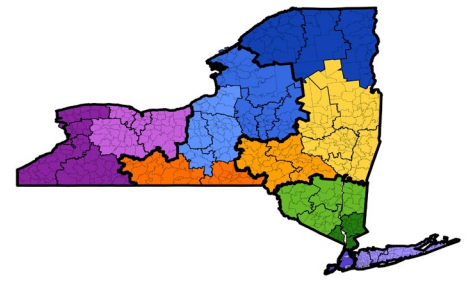
Developed by the Technical Assistance Partnership for Behavior

04/24/2023

Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Complete evaluation form✧ Find a quiet place to participate
BE RESPECTFUL	<ul style="list-style-type: none">✧ Use “mute” to prevent background noise✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Blueprint for Improved Results for Students with Disabilities

-  **Self-Advocacy**
Students engage in self-advocacy and are involved in determining their own educational goals and plan.
-  **Family Partnership**
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
-  **Specially-Designed Instruction**
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
-  **Research-Based Instruction**
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
-  **Multi-tiered Support**
Schools provide multi-tiered systems of behavioral and academic support.
-  **Inclusive Activities**
Schools provide high-quality inclusive programs and activities.
-  **Transition Support**
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Tier II Team Training Agenda

Day 1

- Tier II Systems
- Tier II Teaming
 - 2.1 Team Composition & 2.2 Team Operating Procedures
- CICO as Tier II Intervention
 - 2.3 Screening & 2.4 Request for Assistance

Day 2

- Developing CICO
 - 2.5 Options for Tier II Interventions
 - 2.6 Targeted Critical Features
 - 2.7 Practices Matched to Student Need
 - 2.8 Access to Tier I Supports
- Staff Professional Development
 - 2.9 Professional Development
- Evaluation
 - 2.10 Level of Use & 2.11 Student Performance Data & 2.12 Fidelity Data & 2.13 Annual Evaluation
- Wrap-up & Questions

Slide Marker Icons



Tier 2: Professional Learning Roadmap

Overview and Getting Started

Teams	
2.1	Team Composition
2.2	Team Operating Procedures
2.3	Screening
2.4	Request for Assistance

Interventions	
2.5	Options for Targeted Interventions
2.6	Targeted Critical Features
2.7	Practices Matched to Student Need
2.8	Access to Tier 1 Supports
2.9	Professional Development

Evaluation	
2.10	Level of Use
2.11	Student Performance Data
2.12	Fidelity Data
2.13	Annual Evaluation

TFI 2.1 & 2.2 Purpose & Outcomes

Purpose:

Develop an effective and efficient leadership team that is representative of your staff and stakeholders.



Outcomes:

- ✓ 2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.
- ✓ 2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

Definition

- The Tier II leadership team is a group of representative stakeholders (administrators, counselors, social workers, special education and/or general education teachers)that includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.
- This team meets at least monthly, reviews data, provides summaries to staff, and responds to feedback to guide and improve process.

Rationale

Maintaining a representative Tier II PBIS team allows the school to:

- Provide targeted supports to students who are identified as needing secondary prevention
- Organize systems to support the implementation of targeted practices
- Develop communication and dissemination plans to assist staff with the implementation of targeted supports
- Develop coaching supports for all staff to promote generalization of positive social behavior
- Facilitate data-based decision-making

Who should be on the team?

Tier II Team members:

Applied Behavioral Expert

- Behavior Specialist

Knowledge of students

- Social Worker
- School Counselor
- Special or General Educator

Knowledge about operation of school across grade levels and programs

- Administrator



The Role of a School-Based Behavior Specialist is Crucial

1. Take a leadership role in problem solving due to expertise in applied behavior analysis
2. Assist with developing appropriate and targeted interventions for students needing secondary prevention
3. Guide data-based decision making
4. Support implementation of targeted interventions and ensure fidelity checks are embedded in plan

Tier 2 Team Roles

Roles Needed

- Team leader / Tier 2 Coach
- Intervention Coordinators
 - CICO
 - Data? Communication?
 - SAIG
 - Data? Communication?
 - Mentoring
 - Data? Communication?
 - FBA/BIP
 - Data? Communication?
- Action plan recorder
- Time keeper
- Family representative
- Student representative
- Community partner

Who can fill these roles?

- General Education Teachers
- Special Education Teachers
- Paraprofessionals
- Specials teachers (music, PE, librarian, etc.)
- Administrators
- Volunteers
- Mental Health Agency partners
- Social Workers, psychologists, school counselors, psychotherapists, etc.

2.1 Activity 1

TFI 2.1 Composition &
TFI 2.2 Team Operating Procedures


Identify Your Team Members



Who will be your team?

- Name
- Role
- Back up
- Email
- Phone

TFI 2.2 Team Operating Procedures



CORE CONTENT:

Definition, Rationale & Examples

Tier 2/3 Tracking Tool

School Name: _____

Total School Population as of October 1: _____

PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages in the last row.

Interventions	Check-in Check-out (CICO) # and %		Social/Academic Instructional Groups # / %		Individualized Check-In/Check-Out, Groups & Mentoring # / %		Other: # / %		FBA/BIP # / %		Wraparound Support # / %	
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding
July	/	/	/	/	/	/	/	/	/	/	/	/
August	/	/	/	/	/	/	/	/	/	/	/	/
September	/	/	/	/	/	/	/	/	/	/	/	/
October	/	/	/	/	/	/	/	/	/	/	/	/
November	/	/	/	/	/	/	/	/	/	/	/	/
December	/	/	/	/	/	/	/	/	/	/	/	/
January	/	/	/	/	/	/	/	/	/	/	/	/
February	/	/	/	/	/	/	/	/	/	/	/	/
March	/	/	/	/	/	/	/	/	/	/	/	/
April	/	/	/	/	/	/	/	/	/	/	/	/
May	/	/	/	/	/	/	/	/	/	/	/	/
June	/	/	/	/	/	/	/	/	/	/	/	/
Averages for year	/	/	/	/	/	/	/	/	/	/	/	/

Effective Meetings

Team-Initiated Problem-Solving Foundations

- Team members present and on time
- Roles and responsibilities defined
- Honor working agreements
- Produce agenda, notes/minutes, and data

Define Roles for Effective Meetings

Core Roles

- Facilitator
 - Minute taker
 - Data analyst
 - Active team member
 - Administrator
- Typically, NOT the administrator
- Assign backup for each role
 - Can one person serve multiple roles?
 - Are other roles needed?

Before the Meeting...

Participant	Responsibility
Facilitator	<ul style="list-style-type: none">✓ Provides agenda items to Minute Taker
Minute taker/Recorder	<ul style="list-style-type: none">✓ Collects agenda items from Facilitator✓ Prepares TIPS Meeting Minutes agenda form, including content for Data Analyst's report, as appropriate✓ Prints copies of the Meeting Minutes form for each team member, or is prepared to project agenda
Data Analyst	<ul style="list-style-type: none">✓ Describes potential new problems with precision (What, Who, Where, When, Why)✓ Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined new problems✓ Provides update on previously-defined problems (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship to change goal)✓ Distributes Data Analyst's Report to team members✓ Asks Facilitator to add potential new problems to agenda for meeting

During the Meeting...

Participant	Responsibility
Facilitator	<ul style="list-style-type: none">✓ Starts meeting on time✓ Determines date, time, and location of next meeting✓ Manages the “flow” of meeting by adhering to the agenda✓ Prompts team members✓ Is active participant in meeting✓ Ask questions (75% of what a facilitator says should be in question form)✓ Implement group norms/agreements✓ Keep people on track (back on track)
Minute taker/Recorder	<ul style="list-style-type: none">✓ Asks for clarification of tasks/decisions to be recorded on Meeting Minutes from, as necessary✓ Is active participant in meeting
Data Analyst	<ul style="list-style-type: none">✓ Leads discussion of potential new problems✓ Responds to team members’ questions concerning content of the Data Analyst’s Report; produces additional data on request (e.g., additional Custom Reports)✓ Is active participant in meeting

After the Meeting...

Participant	Responsibility
Facilitator	✓ --
Minute taker/Recorder	✓ Disseminates copy of completed Meeting Minutes form to all team members within 24 hours
Data Analyst	✓ --

Sample Coordinator / Data Analyst Meeting Preparation

Tier II Data Analyst CICO-SWIS Summary Report

Date Range: _____
Possible Data Days: _____

Student Initials	Days With Data	Student Goal	Average Daily Points	Most Success Period(s)	Least Successful Period(s)	Other Concerns	New Behavior Referrals (SWIS Student Dashboard)
Brian B.	44	80%	49.56%	Period 2 – Many days with 100% Either 6 pts. or 2-4 pts.	Period 6 4 days he met goal Pattern 0-1 pts.	Period 4 9 Absences, 2 No Data Primarily 4-5 pts.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
							<input type="checkbox"/> Yes <input type="checkbox"/> No
							<input type="checkbox"/> Yes <input type="checkbox"/> No
							<input type="checkbox"/> Yes <input type="checkbox"/> No
							<input type="checkbox"/> Yes <input type="checkbox"/> No
							<input type="checkbox"/> Yes <input type="checkbox"/> No
							<input type="checkbox"/> Yes <input type="checkbox"/> No
							<input type="checkbox"/> Yes <input type="checkbox"/> No
							<input type="checkbox"/> Yes <input type="checkbox"/> No

Tier 2 Systems Team Meeting

- 70% of students are responding
- Coordinator comes with **precision statement**:

30 students are being supported through CICO. 70% are responding (21 students), 16 students are making progress (upward trend) and we will continue to progress monitor until goal is met (80% points earned over 4 consecutive weeks), 5 students have met their goal (80% of points earned over 4 consecutive weeks), and 9 students are not responding.
- Coordinator updates team on plan for *continue, fade/graduate, and intensify/modify*

Things to consider

- Talk systems not individual students
- The **coordinator** should come to the meeting prepared with recommendations on which students should:
 - Continue (have not yet met goal or benefit from the structure)
 - Fade/graduate (have met goal with no new ODR's)
 - Intensify/Modify (student is not responding so what options are available to consider, more at the end of day 2 😊)

2.2

Activity 1



Develop Meeting Procedures

Develop your meeting procedures

- Meeting schedule
- Agenda format
- Format for action plan
- Communication system
- Communication procedures with staff

2.2 Activity 2

Define CICO coordinator and facilitator responsibilities

- Who is coordinating and what are their responsibilities?
- Who is facilitating and what are their responsibilities?
- Who is back up?



Fidelity & Outcome Check

How prepared are you to use the self-assessment to create the action plan for this section?

- ✓ *Determine targeted team membership*
- ✓ *Identify team member roles and responsibilities*
- ✓ *Adopt a standing meeting format (TIPS)*
- ✓ *Identify Targeted Team Leader*
- ✓ *Identify CICO Coordinator(s) and Facilitator(s)*

One to
Five?

ELAGS

If you are below a five, what do you need to be more prepared?

TFI Self-Assessment



1. Self-Assess on the TFI

2. Enter your score on the TFI Tool in the front of the workbook

Features	Possible Sources	Criteria
2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	<ul style="list-style-type: none">• School organizational chart• Tier II team meeting minutes	<p>0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise</p> <p>1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80%</p> <p>2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p>
2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none">• Tier II team meeting agendas and minutes• Tier II meeting roles descriptions• Tier II action plan	<p>0 = Tier II team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier II team has at least 2 but not all 4 features</p> <p>2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan</p>

Time to Go Do the Work!

Tier II Implementation Workbook



2.1 Team Composition

2.2 Team Operating Procedures

1. Give yourself a score
2. Write down any action steps



Exit Ticket

Questions, Follow-up, Final Comments



Contact Us



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Behavior



UNIVERSITY at ALBANY
State University of New York

Training Evaluation Survey

[Link here](#)